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ABSTRACT

The purpose of this bibliographic essay is to make school librarians aware that inexpensive publications are available from both state and federal governments on the subject of school librarianship. Because many school librarians do not use either the "Monthly Catalog" or the "Monthly Checklist," this literature was searched for them as a way of introducing these indexes to the school librarian. This bibliography is limited to publications of interest specifically to the school librarian thus, such topics as library building design or shelving problems were omitted because of their general nature. It is not implied that government publications should be used instead of the standard reference tools or book selection aids, the bibliography is merely a way of advertising the fact that these free or inexpensive government publications do exist and can be of help. (Author/NH)

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FEDERAL AND STATE GOVERNMENT PUBLICATIONS OF PROFESSIONAL INTEREST TO THE SCHOOL LIBRARIAN: A BIBLIOGRAPHIC ESSAY.

by

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No. 100 November 1971

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INTRODUCTION

Some effort has been made during the past few years to acquaint librarians in general, and school librarians in particular, with the advantages of using government publications. Jean Hoffman's article in Library Journal entitled "Recent Government Publications for High Schools" (27) is a short list of some federal government publications suitable for high school use. Eliza Good's thesis (19) analyzes the reports of high school librarians in North Carolina concerning their use of federal publications. A similar survey of Minnesota high school librarians is being conducted by Mary Ballard, librarian at Kasson-Mantorville Junior-Senior High School, Kasson, Minnesota. Several theses in the field of library science are specialized bibliographies of federal government publications which may be used in elementary or secondary schools. Citations to these may be found in Library Literature. Unfortunately, state government publications are rarely mentioned as possible sources of use to the school librarian.

The purpose of this bibliographic essay is to make school librarians aware that inexpensive publications are available from both state and federal governments on the subject of school librarianship. Because many school librarians do not use either the Monthly Catalog (104) or the Monthly Checklist (109), the compiler has searched this literature for them as a way of introducing these indexes to the school librarian. The Monthly Catalog was searched from 1963-1969; the Monthly Checklist from 1965-1969. Trying to list only those publications which are probably still available is the reason no further

retrospective searching was done. Even so, some of these publications are out of print already, and a request for a copy on loan should be made to federal or state depository libraries for these publications.

The compiler had to limit this bibliography to publications of interest specifically to the school librarian, with a few exceptions. Thus, such topics as design of library buildings, or shelving problems have been omitted because of their general nature.

Because of the nature of this bibliography and to make the essay more readable, the use of footnotes has been omitted. Instead, the numeral following each reference in the text refers the reader to the Bibliographic Citations section. There, he will find the complete citation as given in the Monthly Catalog or Monthly Checklist, price, order information, and Superintendent of Documents (SuDocs) classification number for federal publications.

The term "school librarian" has been used throughout this essay for simplicity. The compiler has meant to use the term in the broadest possible sense, meaning any person working in a school library, a children's librarian in a public library, an educator of school librarians, a teacher who has a classroom library, or anyone else interested in the subject.

In some cases publications other than government publications may better serve the needs of the school librarian in the practical sense. It is not implied that they should be used instead of the standard reference tools or book selection aids, for example. The compiler is merely trying to advertise the fact that these free or inexpensive government publications do exist and can be of help.

THE PROFESSION OF SCHOOL LIBRARIANSHIP

Especially since federal funds have become available for school libraries, more emphasis has been placed on their importance. A discussion of the reports on the demonstration school library projects is given in the section on The School Library and the State. Concepts of libraries and librarianship have changed and are still changing. Libraries are no longer simply warehouses for books, but are also media centers where books, records, films, pamphlets, newspapers and realia are brought together to help the teachers and students in the best possible way.

School Library Trends, Planning, Guidelines

Alaska, Idaho and Hawaii have issued descriptive pamphlets on school libraries for the libraries in those states to use. The Small School Library (1), How's Your School Library (32), and The Kahuku Community-School Library (24) are descriptive pamphlets of school libraries as they are now and/or as they should be.

Two research studies of significance to school librarians have been published in the past two years. The Effect of a Librarian-Centered Reading Guidance Program on the Reading Skills and Habits of Elementary School Pupils (162) and A Study of Children's Reading Behavior (164) indicate the changing

concepts and practices of the school librarian and the changing role of the school library. There is also a new type of librarian, called the Liaison Librarian (132) who works closely with teachers, the school librarian and the public librarian to coordinate assignments and to make sure what the teacher needs is available either at the school or the public library. She also makes an effort to see that library assignments are known to both librarians in order that they may prepare for the deluge of questions on the same topic.

Multi-Media and the Changing School Library (7) and Curriculum Change and the Changing Concept of Library Service (163) are reports of a workshop and a NDEA-sponsored institute, respectively, which describe these changing roles. School Library Services for the Culturally Deprived Child (146) shows ways in which the school librarian in a disadvantaged neighborhood can help these children. New World of Children's Work (96) and Safari Strategy for Children's Librarians (18) indicate new methods of helping students in the changing library situation.

Aides for Better Schools (80) reports on the effectiveness of library aides as well as other student aides in the schools of North Carolina. By effectively using more library aides or library technicians, much more time is left for the professional librarian to devote to other duties, such as selection of materials and reference service.

The objective of getting books to the children is the basis of other trends in school and public libraries today. "It's the Latest, It's the Greatest, It's the Li-ber-ee" and "From Buttermilk to Gum Log," (130) two articles from American Education (119) that were reprinted together, explain two ambitious projects using bookmobiles and station wagons to transport the books to the children. "Little Miracle on Chapel Street" (139) describes the children's librarian who goes from door to door in a slum area in New Haven, Connecticut, telling stories and reading books. Then, like the Pied Piper, he leads the children to "the big house on Chapel Street," the public library, for more books. The staff of this public library also teach games and plays to the children which they perform in the library.

The School Library as a Materials Center (145) is the title of the proceedings of a conference on school libraries. The participants, school librarians and educators from across the country, concluded that more use should be made of nonbook materials in the curriculum and that personal guidance by a librarian should be stressed in the curriculum and in the school library. But how can a "normal" book-oriented school library become a media center? Several states have offered help to their school librarians by publishing suggestions. Guidelines for Establishing a Central Library in the Elementary School (85), Guidelines for School Instructional Materials Programs (28), How Does the Secondary School Library Become an Instructional Materials Center? (93), Planning for Libraries in Hawaii (25), Hawaii State Library System Planning for School Libraries, Public Libraries, Community/School Libraries (22), and Master Plan for Felton Laboratory School Library (97) are titles of several of these.

In the proceedings of another conference entitled School Library Supervision in Large Cities (148) and the reprint of an address by Harold Howe, former Commissioner of Education, titled Our Short-Changed City Schools (140), the problems of teaching students and administering school libraries are defined.

Just as the teacher must teach the handicapped, normal, and exceptional child in the same classes, the school librarian must be able to provide reading materials for children of all grade levels and backgrounds. Both publications stress the need for greater financial assistance for libraries and librarians in the urban environments. Proceedings of the Third Assembly on Library Functions of States (110) concludes that the urban school libraries need financial help from the states as well as from the federal government. The question arose at this conference as to what exactly is the state's responsibility to support new programs and services for the urban children with special problems, as opposed to the city's responsibilities.

If you are looking for one short but complete pamphlet to help you plan or rearrange your school library, Library Facilities for Elementary and Secondary Schools (134) is what you need. This forty-four page pamphlet contains floor plans and suggested arrangements for books and nonbook materials. Emphasis is placed on the concept of the school library as an instructional center, rather than a storehouse for books. Such innovations as carpeted libraries, individual study carrels, listening booths and display racks for paperbacks are used and discussed.

Librarianship

The compiler has taken the liberty of making an exception to her rule that publications of general interest to all librarians have been omitted. The following publications are extremely noteworthy and need to be mentioned.

Summer 1966, NDEA Institutes for Advanced Study ... for School Librarians (152) and Continuing Education for Librarians, Conferences, Workshops, and Short Courses (121) are issued to announce opportunities for educational advancement for librarians. Both were originally published by the U.S. Office of Education, as are so many of the publications listed in this essay. However, the list of NDEA institutes has not been included in the Monthly Catalog since the 1966 edition, and Continuing Education... is now published by the American Library Association (see bibliographic citation for additional information).

Teaching the Use of the Library (63), Suggestions for Teaching Library and Bibliographic Skills in Elementary and Secondary Schools (30) and Darling's article called "Selection and Reference Use [of government publications] in the School Library" (16) are all very useful publications concerning reference use.

Looking for a new job? The U.S. Civil Service Commission is the place to contact for information on all federal civil service job opportunities. The U.S. Department of Defense has information for librarians seeking jobs overseas in base libraries. Individual states, such as Kentucky and Wisconsin, also offer listings of job openings. Library and Bookmobile Job Opportunities (45) and Professional Librarians, an Inventory of Personnel and Personnel Needs in Wisconsin in College, University, School, Public, and Special Libraries (165) are the titles of these publications.

The U.S. Office of Education took a survey of librarians in 1966 and published the results in Library Manpower, Occupational Characteristics of Public and School Librarians (135). It compares the educational and work experience backgrounds of librarians in the United States. The results support the

statement that the shortage of trained qualified librarians is greatest in the field of school librarianship.

Children's Literature

This field has been examined in two publications by the Library of Congress. Serving Those Who Serve Children (112), reprinted from the Quarterly Journal of the Library of Congress (111) describes the historical collection of children's literature at the Library of Congress. Children's Literature: Guide to Reference Sources (108) is an excellent annotated bibliography of 1,073 books, articles, pamphlets and periodicals pertaining to reference tools for children's literature. References are made on such topics as history and criticism of children's literature, illustration and style, storytelling, nursery rhymes and the collection of children's books in the Library of Congress. This bibliography should interest both the scholar and the person who just enjoys children's literature.

Oklahoma State University sponsored a study tour to Europe during 1968. As preparation for the trip, the library prepared a handbook and study guide entitled The European Background of Children's Literature (89). This publication should be added to the many historical publications concerning children's literature.

Government Periodicals

Although the periodicals mentioned here are not solely produced for the school librarian, all contain articles which the school librarian should know about.

School Life (149), one of the oldest education periodicals in the U.S., ceased publication in 1964 when it combined with Higher Education. The U.S. Office of Education published both of these periodicals and has continued publishing the new journal, American Education (119). It is one of the most popular education journals today because it is easy to read and contains much information on federal programs for schools and on trends in national education, as well as articles on school libraries. Many of the articles are reprinted and sold separately, usually costing ten to twenty-five cents. American Education is indexed in Education Index and Readers' Guide to Periodical Literature.

Some states publish newsletters for their librarians. U.P. School Librarians Newsletter (65), Notes from Everywhere for Washington School Librarians (169) and Elementary School Library Bulletin (6) are three examples.

From 1959 to 1965 the easiest way to learn about current research in librarianship was to use another U.S. Office of Education periodical entitled Library Research in Progress (136). This was expanded to include all educational research reports of federally funded projects and the resulting new periodical is called Research in Education (144) and is the key to ERIC.

The Quarterly Journal of the Library of Congress (111) frequently contains articles on children's literature and the children's book collection in the Library of Congress.

Book Lists--There are book lists here sure to please everyone. Because of their number and variety, the compiler has chosen to list some of the more interesting sounding ones, as she has not had the opportunity to examine all of them. For additional information on any one of these book lists, please consult the bibliographic citation.

Accent on Youth: A Selective Listing and Display of Books for Young People Published Between January and June, 1968 (17)

Adventures for All: List of Books for Small Elementary Schools (67)

Adventures in Understanding: A Selected List of Current Titles for Colorado's Schools and Public Libraries (14)

Aeronautics and Space Bibliography for Elementary Grades (114)

Aeronautics and Space Bibliography for Secondary Grades (115)

Aids for Mathematics Education, Mathematics, Universal Language of Modern Civilization: Elementary School Mathematics Library, Selected Bibliography of Recent Titles (118)

Art Book List (174)

A Basic Buying List of Children's Books, Pre-School through Ninth Grade (46)

Books for Children, Guide for Parents (103)

Books for Kansas Schools: A List of Recommended Books for School Libraries (40)

Books for Leaders Who Work with Children and Youth (101)

Books for School Libraries: Recommended Books for Elementary, Junior and Senior High Schools (168)

Books on Magnetic Tape, A Catalog of Tape Recordings Which Supplement the Talking Book Program (113)

The Bookworm, Grade 2, the 21 Inch Classroom (48)

Buying List of Books for Small Idaho Libraries (33)

Children's Books, List of Books for Pre-School through Junior High School Age (107)

Children's Literature, Grade 2, Presented with the Guidance of the Advisory Committee of the 21 Inch Classroom (49)

The Eloise Ramsey Collection of Literature for Young Children: A Catalogue (170)

ERIC, Educational Resources Information Center

How to Use ERIC (129) and ERIC Can Help, School Administrators, Teachers, Researchers, Information Specialists, Professional Organizations, Students (127) explain the program briefly and simply. In summary, the ERIC program provides bibliographic access to educational research reports, now including other than federally funded research reports, through Research in Education. Copies of these publications, many of which are never published, except in Research in Education, are available very inexpensively on microfiche or in printed form made from the microfiche. ERIC is a clearinghouse for all educational research in the United States today, with several specialized clearinghouses scattered across the country to collect and disseminate educational literature. The names and addresses of these clearinghouses are available upon request from the U.S. Office of Education and are reprinted on the inside back cover of each issue of Research in Education.

INTERNAL PROCESSES IN THE SCHOOL LIBRARY

Organization Manuals

At least four states have published manuals to suggest ways of organizing school libraries in that state, any of which may be useful in other states as well. They are A Manual for Elementary School Libraries in Arkansas (5), Hawaii School Libraries: A Manual for Organization and Services (20), Missouri Handbook for School Library Services (69), and A Guide for Montana School Libraries (70). In addition to these separately published manuals for school libraries, every state issues a manual for its educational systems, which usually includes sections on the school library. Write to state departments of education for a copy of these manuals.

Selection of Materials

It seems that the most popular type of government publication for school librarians has to do with selection of materials for libraries. Perhaps some states feel the standard book lists are not good enough, or, more than likely, the lack of trained personnel in school libraries has forced the states to prepare lists so that the librarian can order publications very easily.

Book Selection Aids--A must for school librarians is another U.S. Office of Education publication called Book Selection Aids for Children and Teachers in Elementary and Secondary Schools (120). In sixteen pages this bibliography identifies all the standard book lists and reviewing periodicals as well as some special lists of books on a certain subject. In addition, Aids in Selecting Books for Schools (52) and Selected Sources for Books and Audio-Visual Materials in Minnesota School Library Resource Centers Under P.L.89-10, Title II (68) may be of special use because they include book selection aids, and other media selection aids, that have been approved as suitable selection sources under the Elementary and Secondary Education Act of 1965, Title II (79 Stat. 27) (159).

Good Books [for Slow Readers] (34)

A Happening, Swinging Books for Young Adults (35)

Hawaiiana: Books for Boys and Girls (23)

I Can Read It Myself! Some Books for Independent Reading in the Primary Grades (87)

Juvenile Books Recommended for First Purchase by Idaho Libraries (36)

Juvenile Reading Reliables: A Basic Sampler (53)

Library Book Catalog (84) [North Carolina]

List of Titles of Educational and Occupational Information and Other Guidance Materials Which May Be Purchased by Public Secondary Schools Participating in Guidance and Counseling Activities Under Title V-A of the National Defense Education Act (44)

Literature for Disadvantaged Children, a Bibliography (138)

Michigan Books for Young Readers, a Selected List of Books Which Are in Print (54)

NASA Educational Publications (116)

Official Wisconsin School Library List (173)

Other Lands, Other Lores in Recreational Books for Children (56)

The Reference Collection in Idaho's High School Libraries (29)

Reference Materials for School Libraries: Grades 1 through 12 (83)

Reference Tools, 1968-1969, Bibliography Based on Acquisitions of the Educational Materials Center from January 1968-July 1969 (143)

School Library Materials (66) [Minnesota]

Science Books for the Elementary School (79)

A Selected List of Basic and Recent Books and Pamphlets about the Wolverine State (60)

A Selected List of Recommended Books for Children, Ages 3-5, Who May Have Had Little Previous Opportunity to See and Enjoy Books (51)

Selection and Organization of Library Materials for Modern Language Programs (151)

Selective List of Recent Books and Pamphlets about Colorado and the Rocky Mountain West (13)

Suggested Book List for the Mentally Retarded (71)

Suggested Books for Indian Schools, Annotated List Which Includes Library Books... (100)

Suggested Text and Reference Books for Homemaking Programs (73)

A Suggested 35 Basic Books and 35 Basic Poems for Students in Grades 5 through 8 (10)

Tesoro de Oro; Books for Spanish-Speaking Students (15)

[We Read], Selected Lists of Children's Books and Recordings (117)

Which Books for the Topic: A Guide to Reference Sources (64)

You Come Too, Literature, Grade 3, the 21 Inch Classroom (50)

Recordings--A special selection aid for recordings was prepared by the Michigan State Library entitled Recordings for Boys and Girls Available through Public Libraries, School Libraries, Academic Libraries (58)

Films and Filmstrips--New York's Film Library produces a Film Catalog, 1967/68 (78) that seems to be a biennial publication as earlier entries indicate, but no additional entries were found in the Monthly Checklist of State Publications.

Textbooks as Supplementary Library Materials--Because most school libraries do not keep textbooks which are currently in use in the library collection, the usefulness of other textbooks, which may be excellent supplementary materials, is often overlooked. Should the librarian decide to add these materials to the collection, selection of them is made easier by the lists of required or recommended textbooks which are published by various states. Kentucky publishes such a list called A Recommended List of Basic Books for Kentucky High Schools (43), Alaska issues two lists, one for elementary (2) and one for secondary (3) schools. California (8), Kansas (41), and Texas (98) also issue similar lists.

Technical Processes

Neither the state nor federal governments have recently published any basic processing manuals for school libraries, apparently because so many commerical publications are available on the subject. Three have appeared, however, on special aspects of cataloging and classification.

Centralized Processing--More and more school districts are realizing that centralized processing for the school system is more efficient and cheaper than individualized processing in each school library. Simplified Processing Manual for Centralizing Book Collections in Elementary Schools (42) takes the approach that before centralized processing can be considered for an entire school district, there must be a central school library. This manual is a help for those school librarians who are still trying to keep track of which teacher has what where.

Classification of Nonbook Materials--Meetings of school librarians and institutes have concluded that nonbook materials should be added to the school library collection. But what do you do with that basketball the physical education instructor donates to the media center? Some help is offered in Cataloging Manual for Nonbook Materials in Learning Centers and School Libraries (161). This classification scheme was developed at the University of Michigan and work is still going on to improve it.

Classification of Supplementary Textbooks--Like the problem of the basketball, what do you do with supplementary textbooks--try to incorporate them into the collection or make a separate classification scheme for them? Some help is suggested in Textbook Classification Scheme for Use with Elementary and Secondary Schoolbooks and Related Publications in the Educational Materials Center (154). The basic subdivisions are similar in form to Library of Congress notations. The advantage of using this scheme is that the number may be added directly to books already classified in the collection by simply adding the letters and numbers. The scheme is simple enough for an elementary school, yet seems also to be detailed enough to include the broad range of subjects taught in elementary and secondary schools.

Storytelling

A novice in the art of storytelling will find Storytelling (62) very useful. It gives hints on presenting the story in an exciting way and some tips on selecting stories to tell. A better tool for selection only is Preferred List of Stories for Telling in Preschool Storyhours (57). The stories listed in this pamphlet may interest primary school students and college students in children's literature classes as well as preschoolers. Then, if you still find your storyhours dull and boring, you can rely on Examples of Finger Plays for Use in Pre-School Story Hours (88), published by the Oklahoma Public Library Services Branch of the Department of Libraries.

THE SCHOOL LIBRARY AND THE STATE

State Laws, Surveys, Guidelines

Every state has laws governing the operation of its public school systems, which include the school libraries. Several states reprint the sections of the state code or make special compilations of laws on school libraries, or libraries in general, for the use of the state librarians. Illinois Library Laws of 1966 (38) is an example of this type of publication. It is revised as often as changes are made in the state laws that affect libraries so that librarians can easily keep up-to-date on the regulations. In other states no special compilation is made and the laws are included in the state education code. Appropriate state agencies, the Secretary of State, state departments of education, etc., should be contacted for a copy of the laws that pertain to your library.

Many states have required that surveys be taken of the school libraries in the state as part of the requirements for additional federal legislation. Arizona (4), California (9), Hawaii (26), Maryland (47), Michigan (55), New

Hampshire (72), and Virginia (167) have published reports of these school library surveys. Perhaps you can get ideas for updating or improving your school library by reading and following the suggestions in these reports.

Guidelines for school libraries are discussed indirectly in the publications listed in the previous paragraph. Services to Schools (61) and Quality Library Service for Iowa Schools (39) are two pamphlets which describe guidelines for schools to follow to bring the school library up to state and national standards.

School Library Standards

Adaptations of the national school library standards are issued in almost every state. Four examples are The School Library Program and Institutional Resources (99), Wyoming School Library Standards (175), Standards for School Library Programs in Illinois (37) and Library Services for Wisconsin Schools; Standards (172). Contact state departments of education or state associations of school librarians for a copy of relevant state's standards.

More important than the standards themselves are the analyses of the standards and the uses to which they are put. A Study of School Library Resources in Oregon as Compared to State and National Standards (94) and other reports like this one often reveal deficiencies in the state school library program and suggest ways to improve them. In Survey of School Library Standards, (153) published by the U.S. Office of Education, excerpts from the standards of the fifty states have been reprinted and are compared in various ways, such as which state standards mention "Newspapers," etc.

Federal Legislation

There has been no greater impetus for the improvement of school libraries as the federal legislation which has been enacted in the past twelve years. The National Defense Education Act of 1958 [NDEA] (72 Stat. 1580) (157) and its amendments and the Elementary and Secondary Education Act of 1965 [ESEA] (79 Stat. 27) (159) and its amendments have given school libraries the funds they have needed to improve and expand library services. The Library Services and Construction Act [LSCA] (78 Stat. 11) (158) and (80 Stat. 313) (160) was designed specifically for public libraries, although school libraries benefit a great deal from the improvement of the public libraries by encouraging students and teachers to make use of the resources in the public library, too.

What It Is--The U.S. Office of Education has issued explanatory pamphlets concerning these acts and their amendments. Elementary and Secondary Education Act of 1965: Focus on Title II, School Library Resources, Textbooks and Other Instructional Materials (125) briefly describes the provisions of Title II and what it means to school librarians. Title II, Elementary and Secondary Education Act (155) fully explains ways to obtain funds and even includes a sample application form. What's New in ESEA Amendments (156) briefly summarizes the changes made in the act from 1965-1966. First Annual Report (128) and Second Annual Report (150) contain statistical tables evaluating the ESEA program and how the fifty states utilized the federal funds. Education '67, Its Program

Check with appropriate state agencies to find out if they have issued a similar pamphlet which did not get included in the Monthly Checklist of State Publications.

Demonstration School Library Projects, Reports of Federal Legislation at Work--Perhaps the most important results of this federal legislation have been shown through the reports of the demonstration school library projects. These few selected libraries were given additional funding to try to provide optimum effectiveness and efficiency in school libraries. Such innovations as carpeting and individual study carrels in school libraries were included in these projects. At least three states published reports of their demonstration school library projects: North Carolina's Demonstration School Libraries; A Project of Title II, Elementary and Secondary Education Act (81), Oregon's Project Open Door; Demonstration School Library Programs... (90), and Demonstration School Libraries in Virginia (166).

In addition the U.S. Office of Education has compiled two case study reports on these demonstration school libraries. Emphasis on Excellence in School Media Programs, Descriptive Case Studies, Special Purpose Grant Programs, Title II, ESEA... (126) "describes the impact of selected special purpose grant programs, and tells why they were developed, how they operate, and what children, teachers, media specialists, and visitors to the project think about them" [from the introduction to the report, page 1]. Descriptive Case Studies of Nine Elementary School Media Centers in Three Inner Cities; Title II... (122) was prepared "to determine whether introduction of media services and materials in elementary schools previously without them had significant impact on the instructional programs of the schools" [from the introduction to the report, page 1].

Statistics

The U.S. Office of Education published a two-part series entitled Public School Library Statistics (142) in 1960 and 1964, which then became an annual publication. The original reports were the results of a national survey of selected school libraries. Some of the statistics included are pupil enrollment, qualifications of library personnel, number of centralized libraries, number of pupils per volume and book expenditure per pupil.

States issue their own statistics often and as an example, New Jersey's School Library Statistics (76) is cited here. Again, write to the appropriate state agency for a copy of the state's school library statistics.

Directories of Libraries, Personnel, Information Centers

These directories serve several purposes. First, they help acquaint school librarians with each other and provide addresses of where they can be contacted. Second, information centers are being established to help improve communications throughout the state among school librarians. Borrowing cooperatives, idea exchanges and reference or referral services are all part of the role of the information centers.

and Services (124) is still a most useful pamphlet which describes all Office of Education financial assistance programs in existence at that time, including aid to schools in federally affected areas, land-grant colleges, libraries for higher education, cooperative research projects, National Teachers Corps, and NDEA graduate fellowships, as well as programs to improve school libraries.

School Library Services in NDEA Title III Program (147) and The Librarian and Title III (133) describe the provisions in the National Defense Education Act, Title III and how these funds can be used. School Library Services... also contains a list of book selection aids that have been approved by the government for use in selecting materials for purchase with NDEA funds.

Library Services and Construction Act, Compilation...As Amended (137) is similar in function to those pamphlets previously described in that it explains the provisions of the LSCA act and amendments and describes how to apply for funds.

The congressional committee hearings concerning these acts have been omitted in this essay because most of the material in them is irrelevant to the school librarian. One exception is a hearing from the Senate Committee on Labor and Public Welfare entitled Enactments by the 89th Congress Concerning Education and Training (102). Reprints of the acts passed in 1966 are included in this hearing; many pertain to school libraries. Using this compilation is much easier than digging out each amendment in the U.S. Statutes at Large.

How to Get It--Most of the pamphlets mentioned in the preceeding section contain instructional information regarding applying for the funds. In addition some states issue their own instructions for school librarians to follow. They are as follows:

Colorado Guidelines and Standards for Title III NDEA (12)

[Idaho] Title II, Public Law, 89-10, Manual of Standards and Criteria for Selection of School Library Resources, Textbooks, and Other Printed and Published Instructional Materials (31)

[Hawaii] Guidelines, Title II, Elementary and Secondary Education Act, P.L. 89-10 (21)

[New Jersey] Guidelines for Filing Applications for Federal Funds Available through Elementary and Secondary Education Act of 1965, Public Law 89-10, Title II, School Library Resources (74)

[New York] Library and Multi-Media Projects (77)

[North Carolina] Manual for Preparation of Projects under Title II of ESEA (82)

Ohio Special Purpose Grants; Title II, ESEA (86)

[Oregon] ESEA Title II Handbook (91)

Some examples of state directories are School Librarians [Michigan] (59), School Library Directory [New Jersey] (75) and two in Oregon, Directory of Oregon Libraries; Annual Statistics (95) and Oregon School Librarians and Teacher-Librarians (92).

The U.S. Office of Education has published three directories of note. Partnership for Progress: Division of Library Programs [and] Regional Offices of Department of Health, Education and Welfare (141) gives a brief description of what the Division and the Regional offices do and gives the names and addresses of where to write for more information or assistance. Key New Educational Media Personnel in Public and School and Library Systems in States and Large Cities and in Large Colleges and Universities (131) are listed in alphabetical order with each person's title, place of employment and address given. Directory of Educational Information Centers (123) contains a list of 397 educational information centers that "create a national network for diffusing education knowledge" [from the introduction to the list]. Each entry is arranged by state, with name, address, source of funding, sponsor, services available, users, and holdings given for each.

BIBLIOGRAPHIC SOURCES OF GOVERNMENT PUBLICATIONS

The Monthly Catalog of United States Government Publications (104) is the most complete index to publications printed at government expense available. It is issued monthly with the index cumulated annually. For school libraries it is a reference tool mainly for the librarian as it can be used for selection and ordering of pamphlet materials for the vertical file as well as books. However, it is lengthy and contains technical reports, etc., that do not directly pertain to school librarianship. Selected United States Government Publications (106) are free, biweekly lists of the newest, most popular government publications. Each list is also an order blank: simply check the publications desired and return the list to the Government Printing Office. The Price Lists (105) which are also free, provide a subject approach to the more popular government publications. There are currently forty-six subject categories from which to choose, such as "Posters and Charts," "American History," Plants," "Disease," and many others. Any or all may be received free by requesting to be put on the mailing list for them from the Government Printing Office. An order form is included in each issue of the price lists.

Unfortunately, state publications have only one national indexing service, the Monthly Checklist of State Publications (109). In theory each state is to send one copy of every state publication to the Library of Congress for inclusion in the Monthly Checklist. In most states one person or agency is designated to collect these publications. A person usually affiliated with the state library or historical society is often selected to secure copies of these state publications for the state libraries as well. Unfortunately, gaining the cooperation from the various state agencies is difficult, if not impossible, without state legislation requiring each agency to submit its publications to the collecting agency. Even with such a law, it is difficult to enforce. As a result, the publications included in the Monthly Checklist represent an incomplete listing. In some states someone must personally visit the offices of the various state agencies each month to beg for copies of publications.

The Monthly Checklist is issued monthly with an annual index only. Publications cannot be ordered from the Library of Congress but must be requested from each state agency. Yet, despite its drawbacks, the Monthly Checklist is a great research tool and in 1969 it included approximately 2,000 more publications than the Monthly Catalog.

There is some help offered in the states which issue regualr lists of their publications. Illinois and Ohio, for example publish quarterly lists which seem to be quite complete. Childs discusses in detail the indexes and lists available from each state in "Bibliographic Control of Federal, State and Local Documents " (11). For additional information on state publications, consult Manual on the Use of State Publications (171).

CONCLUSION

This bibliography was prepared to help school librarians become more aware of the free or inexpensive government publications that are of professional interest to them. Most of the publications listed in this essay should be available for a school librarian, although it is all but impossible to predict which ones are out of print. The indexes to state and federal government publications have been described to encourage school librarians to subscribe and use them. The wealth of information contained in government publications certainly cannot be underestimated.

BIBLIOGRAPHIC CITATIONS

How to Obtain Publications

State publications which have a price given following the number of pages may be obtained by sending that amount of money directly to the state agency which published the document. If no price is given, it may be assumed that the publication is available free from the issuing agency. Address correspondence to state agencies in the state capital if no more exact address can be found.

Example: Secretary of State
Springfield, Illinois

Be sure to include prepayment as most state agencies will not or cannot bill for amounts under five dollars.

Federal publications which do not say "SuDocs" may be obtained by writing directly to the issuing agency, Washington, D.C., or elsewhere as indicated in the citation.

Federal publications which say "SuDocs" must be ordered from the Superintendent of Documents. Please address order correspondence to:

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

and payment must accompany the order. Coupons may be paid for in advance and remitted with order as necessary. Deposit accounts may be established by remitting a minimum of $25.00 to the Government Printing Office. A deposit account is recommended for frequent purchasers of government publications as order blanks

are furnished and the original order is returned showing which publications were sent, explanations regarding those not sent, the amount of the charge and the balance on deposit. It is a good idea to include the Superintendent of Documents classification number, if known, to speed your order.

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